

Introduction - Grade 10 History-Social Science

The following released test questions are taken from the Grade 10 History-Social Science Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content and skills standards in Grade 10 History-Social Science. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003 and 2004. First on the pages that follow are lists of the standards assessed on the Grade 10 History-Social Science Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content and skills (where applicable) standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
1. Development of Modern Political Thought	13	6
2. Industrial Expansion and Imperialism	10	7
3. Causes and Effects of the First World War	14	6
4. Causes and Effects of the Second World War	13	6
5. International Developments in the Post–World War II Era	10	5
TOTAL	60	30

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 10 History-Social Science Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

REPORTING CLUSTER 1: Development of Modern Political Thought

The following two California content standards (indicated by bold type) are included in Reporting Cluster 1 and are represented in this booklet by six test questions. These questions represent only some ways in which these standards may be assessed on the Grade 10 California History-Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Development of Modern Political Thought**

WH10.1	Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
WH10.1.1.	Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
WH10.1.2.	Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i> .
WH10.1.3.	Consider the influence of the U.S. Constitution on political systems in the contemporary world.
WH10.2	Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
WH10.2.1.	Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
WH10.2.2.	List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
WH10.2.3.	Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
WH10.2.4.	Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
WH10.2.5.	Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

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REPORTING CLUSTER 2: Industrial Expansion and Imperialism

The following two California content standards (indicated by bold type) are included in Reporting Cluster 2 and are represented in this booklet by seven test questions. These questions represent only some ways in which these standards may be assessed on the Grade 10 California History-Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Industrial Expansion and Imperialism	
WH10.3	Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.
WH10.3.1.	Analyze why England was the first country to industrialize.
WH10.3.2.	Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
WH10.3.3.	Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
WH10.3.4.	Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
WH10.3.5.	Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
WH10.3.6.	Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
WH10.3.7.	Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.
WH10.4	Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.
WH10.4.1.	Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
WH10.4.2.	Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
WH10.4.3.	Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
WH10.4.4.	Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

REPORTING CLUSTER 3: Causes and Effects of the First World War

The following two California content standards (indicated by bold type) are included in Reporting Cluster 3 and are represented in this booklet by six test questions. These questions represent only some ways in which these standards may be assessed on the Grade 10 California History-Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Causes and Effects of the First World War****WH10.5 Students analyze the causes and course of the First World War.**

WH10.5.1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

WH10.5.2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).

WH10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

WH10.5.4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

WH10.5.5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

WH10.6 Students analyze the effects of the First World War.

WH10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.

WH10.6.2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

WH10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

WH10.6.4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

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REPORTING CLUSTER 4: Causes and Effects of the Second World War

The following two California content standards (indicated by bold type) are included in Reporting Cluster 4 and are represented in this booklet by six test questions. These questions represent only some ways in which these standards may be assessed on the Grade 10 California History-Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Causes and Effects of the Second World War****WH10.7 Students analyze the rise of totalitarian governments after World War I.**

- WH10.7.1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
- WH10.7.2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
- WH10.7.3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

WH10.8 Students analyze the causes and consequences of World War II.

- WH10.8.1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
- WH10.8.2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
- WH10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
- WH10.8.4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
- WH10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
- WH10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

REPORTING CLUSTER 5: International Developments in the Post–World War II Era

The following three California content standards (indicated by bold type) are included in Reporting Cluster 5 and are represented in this booklet by five test questions. These questions represent only some ways in which these standards may be assessed on the Grade 10 California History-Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**International Developments in the Post–World War II Era****WH10.9 Students analyze the international developments in the post–World War II world.**

WH10.9.1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

WH10.9.2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

WH10.9.3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

WH10.9.4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

WH10.9.5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

WH10.9.6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

WH10.9.7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

WH10.9.8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

WH10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

WH10.10.1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

WH10.10.2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

WH10.10.3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

WH10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

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CALIFORNIA ANALYSIS SKILLS STANDARDS FOR GRADE 10

History and Social Science Analysis Skills (Grade 10)***Chronological and Spatial Thinking***

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| CS1. | Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. |
| CS2. | Students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. |
| CS3. | Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. |
| CS4. | Students relate current events to the physical and human characteristics of places and regions. |

Historical Research, Evidence, and Point of View

- | | |
|------|---|
| HR1. | Students distinguish valid arguments from fallacious arguments in historical interpretations. |
| HR2. | Students identify bias and prejudice in historical interpretations. |
| HR3. | Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. |
| HR4. | Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. |

Historical Interpretation

- | | |
|------|---|
| HI1. | Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments. |
| HI2. | Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect. |
| HI3. | Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values. |
| HI4. | Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions. |
| HI5. | Students analyze human modifications of a landscape, and examine the resulting environmental policy issues. |
| HI6. | Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy. |

At least twenty-five percent of the content questions must include an element of the skills standards.

- 1** Who believed that in an ideal society the government should be controlled by a class of “philosopher kings”?

A Muhammad
B Plato
C Lao-tzu
D Thomas Aquinas

2

He who trusts any man with supreme power gives it to a wild beast, for such his appetite sometimes makes him: passion influences those in power, even the best of men, but law is reason without desire. . . .

—Aristotle

Which feature of modern Western democratic government reflects Aristotle’s views as given above?

- A the direct election of members of the legislature
B the power of the courts to review the law
C the granting of emergency powers to the chief executive
D the requirement that government actions must adhere to the law

3

From the Constitution of Japan
We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land. . . .

Which of these is a source for the ideas outlined in the Japanese Constitution?

- A Charter of the United Nations
B legal writings of Thomas Hobbes
C writings on constitutions by Voltaire
D United States Constitution

4

Both the United States Declaration of Independence and the French Declaration of the Rights of Man emphasized the idea that governments must

- A guarantee economic prosperity.
B protect the rights of people.
C support established religious beliefs.
D operate on a system of checks and balances.

5

Unlike the French Revolution, the American Revolution produced

- A women’s suffrage.
B short-term military rule.
C strategic alliances.
D a lasting constitution.

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6 Which leader was inspired by the ideas of the American Revolution and the Enlightenment to lead the liberation of much of South America from Spain?

- A Simón Bolívar
- B Padre Miguel Hidalgo
- C José Martí
- D Antonio López de Santa Anna

7 The agricultural changes which took place in England during the 1600s contributed to England's later industrial development by

- A strengthening the importance of the family farm.
- B breaking large estates into smaller farms.
- C encouraging city dwellers to return to farming.
- D producing more food with fewer workers.

8 Which of these first demonstrated that popular protest would play a role in the French Revolution?

- A the reign of the Committee of Public Safety
- B the trial of Louis XIV
- C the fall of the Bastille
- D the Civil Constitution of the Clergy

9 Use the information to complete the statement.

The streets were hot and dusty on the summer day. Stokers emerged from low underground doorways into factory yards, and sat on steps, and posts, and palings, wiping their swarthy visages, and contemplating coals. The whole town seemed to be frying in oil. There was a stifling smell of hot oil everywhere. The steam-engines shone with it, the mills throughout their many stories oozed and trickled it.

—Charles Dickens, *Hard Times*, 1854

The historical era *most* likely referred to in this quotation is the

- A Industrial Revolution.
- B Great Awakening.
- C French Revolution.
- D Enlightenment.

10 What late-eighteenth-century European artistic movement arose as a reaction against Classicism's emphasis on reason?

- A impressionism
- B realism
- C romanticism
- D surrealism

11 At the end of the 1800s, colonies were generally seen as a

- A place to banish criminals.
- B sign of a country's relative power.
- C location to train military forces.
- D method for suppressing nationalism.

- 12** In 1900, anti-foreign sentiment in China led to an uprising known as the
- A Nian Rebellion.
 - B Boxer Rebellion.
 - C Taiping Rebellion.
 - D Sepoy Rebellion.
- 13** The collapse of the last Chinese Empire in 1912 was caused by the imperial government's failure to
- A control foreign influence.
 - B educate the masses.
 - C enter into alliances with other nations.
 - D repel communist guerrillas.
- 14** Why did Great Britain, France, and Russia form the Triple Entente in 1907?
- A to protect their colonies from invasion by other nations
 - B to develop an economic alliance based on open markets
 - C to suppress minority nationalists in their own countries
 - D to respond to the increased military power of Germany
- 15** Why did most of the combat on the Western Front in World War I take place in a relatively small area?
- A There is only a small amount of flat land in all of Europe.
 - B The armies became immobile because of trench warfare.
 - C Each side cut off the fuel supply of the other.
 - D Germany's military tactics were based on "static warfare."
- 16** How did Russia's participation in World War I affect its empire?
- A A string of decisive military victories gained land from the Central Powers.
 - B Russia's sale of supplies to its western allies strengthened its economy.
 - C The czar adopted the reforms necessary to win the support of the Russian people.
 - D Economic hardships brought on by the war resulted in the downfall of the czar.
- 17** President Wilson said that his Fourteen Points would provide a framework for
- A a lasting and just peace.
 - B determining war reparations.
 - C expanding colonial empires.
 - D punishing aggressor nations.
- 18** A major goal of France and Great Britain at the Conference of Versailles following World War I was to
- A create a politically unified Europe.
 - B keep Germany from rebuilding its military forces.
 - C restore pre-war imperial governments to power.
 - D help Germany rebuild its industrial economy.
- 19** Authors Ernest Hemingway and F. Scott Fitzgerald are identified with
- A the lost generation.
 - B romanticism.
 - C the classical era.
 - D naturalism.

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- 20** How did the *Cheka* (secret police) help Lenin gain control of Russia?
- A They infiltrated the Czar's army.
 - B They organized the redistribution of the land.
 - C They used terror tactics against the enemies of Bolshevism.
 - D They negotiated peace with Germany.
- 21** Stalin's "Great Purge" from 1934 to 1939
- A eliminated the army's dominance in state decisions.
 - B expanded Soviet agriculture at the expense of industry.
 - C brought about the death of millions of people.
 - D replaced agricultural workers with technology.
- 22** Both the Italian Fascists and the German Nazis gained power partly because they
- A had the support of an electoral majority of their nations' peoples.
 - B carefully followed accepted democratic political practices.
 - C used terror tactics against political opponents.
 - D represented the ideas of compromise and prudent government.
- 23** In 1939, France and Great Britain declared war on Germany as a direct result of the German
- A annexation of Austria.
 - B occupation of the Rhineland.
 - C seizure of the Sudetenland.
 - D invasion of Poland.
- 24** Following the United States' entry into World War II, American and British leaders decided that their highest priority would be to
- A recapture Pacific possessions lost to the Japanese.
 - B invade Europe and defeat Germany.
 - C send armies to the Russian Front to help the Soviet Union.
 - D strike directly at the Japanese home islands.
- 25** Why did Hitler sign a non-aggression treaty with Stalin on the eve of World War II?
- A to prevent the League of Nations from acting to stop the war
 - B to show that Hitler had changed his views on communism
 - C to allow Germany to invade Poland without Soviet opposition
 - D to insure that Germany had direct access to the Baltic Sea

- 26** Use the information below to complete the statement that follows.

One way of life is based upon the will of the people, and is distinguished by . . . freedom from political oppression.

The second way of life is based on the will of a minority forcibly imposed upon the will of the majority. It relies upon . . . the suppression of personal freedoms.

This quote from a speech delivered in 1947 forms part of the rationale for the

- A** Monroe Doctrine.
- B** New Frontier.
- C** Truman Doctrine.
- D** Good Neighbor Policy.

- 27** Which of these is the main reason that Poland, Czechoslovakia, Hungary, and Romania became satellites of the Soviet Union?

- A** These areas were given to the Soviet Union by a League of Nations mandate.
- B** The people in each country voted in free elections to ally with the Soviets.
- C** The Soviet army occupied these areas at the end of World War II.
- D** Hitler surrendered control of these areas to the Soviet Union at the end of the war.

- 28** The Arab oil embargo against the United States in 1973 was initiated because of U.S. support for

- A** Egypt in the Suez Crisis.
- B** Iraq in its conflict with Iran.
- C** Israel in the Yom Kippur War.
- D** Greece in its conflict with Turkey.

- 29** NATO was created in order to

- A** develop goodwill between Eastern and Western Europe.
- B** encourage diplomatic solutions to regional problems in North Africa.
- C** facilitate regional economic development in North America.
- D** create a unified military defense between the U.S. and Western Europe.

- 30** In India and Pakistan, feelings of nationalism are intertwined with religious conflict between

- A** Buddhists and Hindus.
- B** Christians and Muslims.
- C** Taoists and Buddhists.
- D** Muslims and Hindus.

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Question Number	Correct Answer	Standard	Skills	Year of Test
1	<i>B</i>	WH10.1.2		2003
2	<i>D</i>	WH10.1.2	HI 1	2003
3	<i>D</i>	WH10.1.3	HI 1	2003
4	<i>B</i>	WH10.2.2		2003
5	<i>D</i>	WH10.2.3		2004
6	<i>A</i>	WH10.2.3		2004
7	<i>D</i>	WH10.3.1	HI 3	2003
8	<i>C</i>	WH10.3.2		2004
9	<i>A</i>	WH10.3.3	HR 4	2004
10	<i>C</i>	WH10.3.7		2004
11	<i>B</i>	WH10.4.1		2003
12	<i>B</i>	WH10.4.3		2004
13	<i>A</i>	WH10.4.4		2004
14	<i>D</i>	WH10.5.1		2004
15	<i>B</i>	WH10.5.2	HI 2	2003
16	<i>D</i>	WH10.5.3	HI 2	2004
17	<i>A</i>	WH10.6.1		2003
18	<i>B</i>	WH10.6.1		2003
19	<i>A</i>	WH10.6.4		2004
20	<i>C</i>	WH10.7.1		2003
21	<i>C</i>	WH10.7.2		2003
22	<i>C</i>	WH10.7.3		2004
23	<i>D</i>	WH10.8.1	HI 2	2004
24	<i>B</i>	WH10.8.3	HI 4	2003
25	<i>C</i>	WH10.8.3	HI 3	2003
26	<i>C</i>	WH10.9.3		2004
27	<i>C</i>	WH10.9.5	HI 2	2004
28	<i>C</i>	WH10.9.6		2004
29	<i>D</i>	WH10.9.8	HI 3	2003
30	<i>D</i>	WH10.10.2		2003